



# Grounding Lessons in Standards

## Why go this route?

- To get started on the “standards journey” in a way that’s not overwhelming—by tying a single, familiar lesson to Michigan’s standards.
- To focus lessons on content or skills identified in state or district standards for a given grade level.
- To sharpen teachers’ ability to identify for students exactly what they need to do in order to succeed.
- To give students a chance to experience success at a level comparable to their peers.

## You’ll know you’ve arrived when...

- Lesson plan format includes identified standards.
- Teachers discipline themselves to identify specific grade-level standards and assess those elements, even when teaching familiar lessons.
- Student assessment data is recorded in terms of standards, and follows the student from teacher to teacher.
- Staff members have at-hand the materials they need to reference standards when preparing a lesson.
- Staff members have committed to each other to use standards-based lesson plans as part of their shared practice... or have identified the barriers to doing that and steps to resolving the problems.

## Construction Zone

Consider using this packet with a grade-level team of teachers who agree to work through this process with 1-3 familiar lessons. Then discuss together what worked well, what didn’t, and how to smooth out the process so it can become a mutual expectation for lesson planning.



### It’s About TIME

- If you are adapting a familiar lesson, an hour or two will be needed.
- If you are starting fresh to develop a new lesson, these steps may take an hour or so, but then you’ll need to continue with the full lesson-planning process outlined in Packet 5:5.




### Potential COSTS

- No additional costs.

## The Process

*A step-by-step guide  
to grounding lesson  
design in standards.*

**NOTE:** Steps marked with a  are accompanied by one or more inserts, included in this packet.

### 1 Get a shared understanding of standards.

MI-Map Packet 6:1 “*Planning Your Move Toward Standards—Based Curriculum*” includes some background information that may be useful. INSERT A for Step 1 offers a set of discussion questions to help clarify your group’s starting place, and INSERT B for step 1 lists sources of downloadable information if you need it. Agree with each other how many lessons you’ll each experiment with and when you’ll come together to discuss your experience.

### 2 Start by adapting lessons you’ve taught before.

It’s important for lesson-planners to understand that lessons grounded in standards aren’t in a language they’ve never spoken.

INSERT for Step 2 is a worksheet on which teachers can jot objectives they’ve used for a familiar lesson. In Steps 3–6 they can crosswalk them to standards to see if anything changes. Or you can also use Steps 3–6 can also be used to begin planning for a new lesson.

### 3 Identify standards for the lesson.

Find these among Michigan’s standards for your grade.

MI-Map Packet 5:3 “*Knowing Your Goals—Standards*” leads you through a process of fitting Michigan’s goals for your students into your own plan for this year with them. Take time to use that if you can. Or... for the purposes of trying this process out, just select 2-3 items from the standards that fit well with the lesson you’re adapting. (The MI-Map disk and website include K-8 standards in an Excel spreadsheet format).

### 4 Develop a student performance task

that will assess mastery of the standards you’ve chosen.

Because “addressing” standards includes “assessing” their mastery, it’s important to start with a clear sense of what students will do to demonstrate mastery. INSERT A for Step 4 is a worksheet for brainstorming possible tasks and selecting one. INSERT B is a menu of possible products to jog your memory while brainstorming. INSERT C provides instructions for constructing a rubric that clarifies criteria for both students and teachers. Design the rubric to judge various aspects of the standards you’re assessing. INSERT D is a sample rubric.

### 5 Build the lesson

students will need to be able to succeed at the performance task.

MI-Map Packet 5:4 “*Knowing Your Options—Instructional Strategies*” offers a lesson-planning process and template, also included here as INSERT for Step 5. Or just use your usual lesson plan format for now. Choose instructional methods that engage students, and give them some kind of practice with feedback before they attempt the performance task as a demonstration of what they’ve learned.

### 6 Record students’ mastery levels

in a way that allows you and future teachers to understand what each has and hasn’t achieved.

This means that assessment data should be keyed to particular standards, not just to assignments. If you don’t have a standards-based tracking system, see MI-Map Packet 5.3 “*Knowing Your Goals—Standards*” which tells how to access MI-Map’s Excel spreadsheets customized to your grade and discipline content standards. INSERTS A and B for Step 6 explain how to record the rubric results for the particular standard you’re assessing.

### 7 Discuss your experience

with grade-level colleagues.

The idea here is that you, as a team, will work toward incorporating standards-based lesson planning into your mutual expectations. To do that, you need frank discussion about what works and what doesn’t when you try it. Problem solve together. INSERT for Step 7 offers questions to focus your discussion.

## Getting more mileage from connecting lessons to standards

*How practicing the skill of connecting lessons directly to standards benefits your school in regard to the following initiatives:*

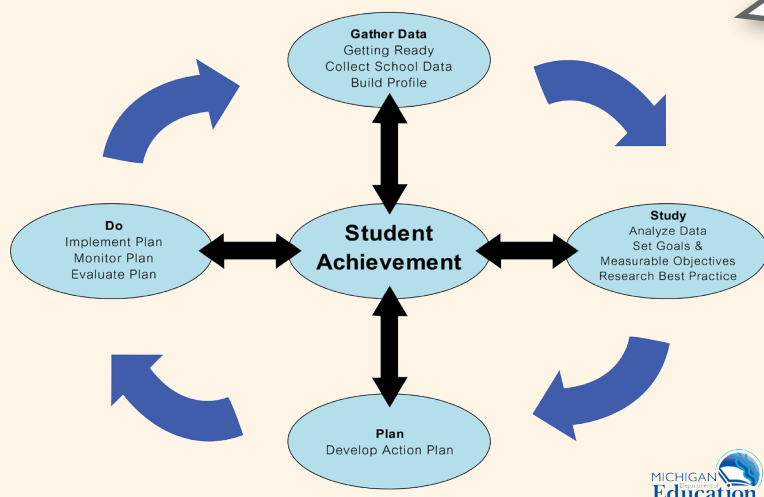
### **Elementary and Secondary Education Act (ESEA)**

- ESEA uses Michigan's state assessment scores as its measure of student achievement. Aligning your curriculum with Michigan's standards is a first step to being sure students are working at the things they'll be assessed on.

### **State Accreditation System**

- Michigan's school report cards use state assessment scores as one of their measures of school performance. Aligning curriculum—lessons and units—to the standards gives students the best chance to excel on that measure.

### **Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework**



This packet will assist schools as they work on Strand I, Teaching for Learning. It provides schools a process to ensure that their curriculum is aligned to the state standards.



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## Resources

### Books, Articles, Websites

#### **Using Data to Improve Student Achievement**

**Deborah Wahlstrom. Chesapeake. VA: Successline Publications ,1999.**

Deb Wahlstrom's uses a practical approach to aligning assessments with curriculum and instruction. Schools find excellent tools for assessment.

#### **Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model**

**Marzano, Robert, Pickering, Debra: Mc-Tighe, Jay. Alexandria. VA: ASCD, 1993.**

Practical step-by-step advice for constructing performance tasks focused on multiple content and process standards.

#### **Making Standards Useful in the Classroom**

**Marzano, Robert and Haystead, Mark W. Alexandria, VA: ASCD, 2008.**

Learn how to sequence content and set up grading scales that help facilitate formative assessment and effective instruction.

#### **M.O.R.E. Portal**

Michigan Online  
Resources for Educators.

<http://more.mel.org/>.

Locate lesson plans and curriculum aids that are searchable by subject or state standard.

#### **The Teaching for Learning Framework**

<http://www.teachingforlearning.org/>

The Teaching for Learning Framework, a project of the Michigan Department of Education – Office of Education Improvement and Innovation, was created to support effective instruction in challenging content across all grade levels and content areas.

#### **Michigan LearnPort**

<http://www.learnport.org>

Michigan LearnPort provides online learning solutions for educators: Access high-quality online courses and resources, meet professional development requirements, earn SB-CEUs and more.

### People

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact:**

Michigan Department of Education

Office of Education  
Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment  
and Accountability  
517-373-0048

Office of Early Childhood  
and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Office of Professional Preparation  
and Teacher Certification  
517-373-6505

Office of Special Education  
and Early Intervention Services  
517-373-9433

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